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ABSTRACT

Presenting specifications for the design and construction of a new campus for Arizona's Coconino Community College (CCC), this report reviews requirements related to the layout of the physical plant, the quality of building materials, and the incorporation of educational technology. The first section describes the mission of the new Flagstaff campus, indicating that it will house the district offices, administrative and executive functions, and the distance delivery systems supporting services to remote centers, and provides maps of the construction site and a glossary of terms. The second section provides specifications for the design of the physical plant, including entrances and exits, parking areas, electrical and plumbing systems, rest rooms, and the integration of technology into facilities. The next section describes needs for an administrative office and work stations to be located at the campus entrance, while the fourth section focuses on requirements for administrative support facilities, including executive offices, reception areas, secured and non-secured work areas, and storage facilities. The following section provides specifications for instructional facilities, including division chair offices, conference rooms, 14 traditional classrooms, 4 multi-media classrooms, and 15 laboratories. The final sections describe requirements for learning enhancement and disability resource services, including five conference rooms and 2 computer labs, and student services, including areas for registration and admissions, financial aid, and student employment services. (AJL)

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ED 402 968

COCONINO COMMUNITY COLLEGE

EDUCATIONAL SPECIFICATIONS

for the Flagstaff Campus

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EDUCATIONAL SPECIFICATIONS
COCONINO COMMUNITY COLLEGE
FLAGSTAFF CAMPUS

INTRODUCTION/OVERVIEW:

This narrative is a description of the educational specifications for the Flagstaff Campus of Coconino Community College (CCC). The architect selected will be enjoined to prepare a master site plan for the College which will accommodate future expansion and development of community college educational opportunities supporting the residents and businesses of Flagstaff. The educational specifications address initial facility development and have been planned around the assumption that the facility (Phase I) would cost approximately $15 million, contingent upon the passage of a bond for approximately $20 million. An agreement between CCC and Northern Arizona University (NAU) for property upon which the facility will be built has been approved by the Arizona Board of Regents and the Arizona State Board of Community Colleges. The facility will not be larger than 110,000 square feet.

The College district was established in July, 1991, with voter approval of a $2 million budget, resulting in a supporting tax base of $.38 per $100 of assessed valuation county-wide. Initially, the vision of a community college district for the county was a "college-without-walls" concept. The dramatic growth coupled with increasing demands for services demonstrates a compelling need for permanent facilities to more adequately serve students and community demands. Still, CCC is dependent upon the local tax base, state appropriations, student tuition (which currently comprises 23% of the district budget), and other funding sources such as federal financial aid, grants and donations.

The College's service area, Coconino County (18,600+ square miles) is geographically, culturally, and economically diverse, including "place bound" population centers, such as the City of Page, and areas of the Navajo Indian Reservation. Tourism is the primary industry for the county. NAU, one of three state supported universities, is located in Flagstaff; from its inception, the College has planned services and instructional programs in conjunction with NAU.

The Flagstaff Campus will house the district offices and will serve as the principal campus facility for a district comprised of the Page (satellite) Campus, educational centers in Williams and Grand Canyon, and extension sites within selected communities county-wide. The Flagstaff Campus will house the administrative functions, executive offices, and distance delivery systems which support services to outlying centers and locations.

In facing the challenges of its limited funding, the College has committed resource development to technology-based systems and innovations. Programs and services have been designed with an eye on future access to educational opportunities through electronic and other forms of technology-based media that extend beyond geographical boundaries or proximity to facilities (e.g., state-wide development of the "Virtual University" concept). Collaboration with agencies, institutions, and business and industry for use of facilities and alternative delivery of educational and support services is a "strategic norm" in the College's approach to planning and development. The College makes every effort to provide services within the scope of its mission without duplicating those provided by other agencies and organizations.

CCC is seeking an architectural firm which will provide both innovation and creativity in designing educational and service spaces to meet both current needs and future developments in teaching/learning strategies. Additionally, the College is seeking consultation on work space innovations which address the needs of privacy and confidentiality, individual work and teamwork, virtual and flexible space. (??? Appendix - article)

Phase I of the master plan is a facility designed to accommodate 1300 Full-Time Student Equivalents (FTSE) during regular daytime hours. The College supports a commuting student population (the College will not become a residential facility or develop athletic programs; refer to the CCC Strategic Plan.) The average age of the student population is currently 29-30 years old with a range between 16 to 70 years of age; more than half the student population is female. Consideration to age and the needs of a primarily adult student population should be given to design and space recommendations. (For example, standard classrooms will be furnished with tables and chairs, not desks.) Additionally, the College enrolls a significant student population with disabilities, including mobility and visual challenges.

Weight should be given to the following:

- Phase I is envisioned as a single building facility which integrates the ability to expand and/or add buildings to the complex. Building ingress/egress will be located to the south of the property (away from the freeway). Due to growth considerations, more than adequate parking should be integrated into Phase I and the complete master plan.

- A design which enhances student, faculty, and staff interaction and employs "one-stop shopping" concepts for services accessed by students. The complex should integrate an open and inviting environment for the community at large, as well as address instructional and service needs of students.

- Cost effective, low maintenance, and maintenance friendly facilities, through strategies incorporating clustering and multi-use concepts, space/relational efficiency, adaptability, and flexibility. Materials and design must be high quality and durable. (For example: A thirty year roof is desirable.)

- A campus with the following attributes: quality without being ostentatious, high tech in terms of reduction in operation and physical plant costs; zoned for heating/ventilation/air conditioning (HVAC) systems. Low maintenance and low operational cost design is of utmost concern and the architect should give careful consideration to the following:

  - Energy efficiency
  - Climate sensitive design
  - Professional image
  - Sufficient storage (records, etc)
  - High quality/long lasting materials
  - Flexibility
  - Avoid labor intensive cleaning
  - Respect existing natural environment

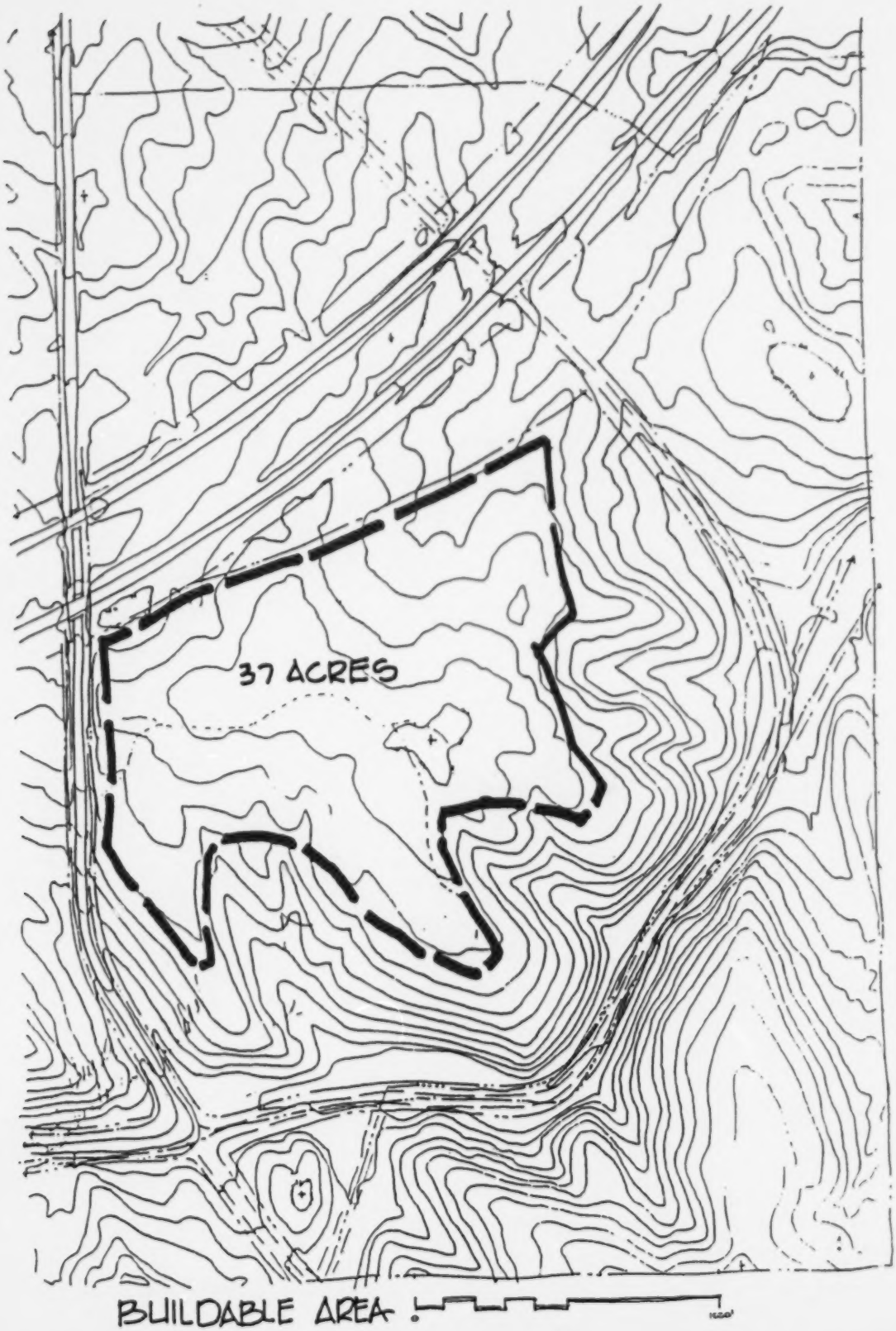
- Vision in design to accommodate future technological innovations is desired. This creates implications in terms of networking, multi-media and electronic systems, IITV and electronic distance learning capabilities.

- The facility must comply with ADA and OSHA requirements, as well as integrate strategies which ensure the maximum safety to students and employees, and security of people, property, and structures.

COCONINO COUNTY COMMUNITY COLLEGE

SITE ANALYSIS
JANUARY 13, 1995

JOHNSON WALZER ASSOCIATES
FLAGSTAFF, ARIZONA



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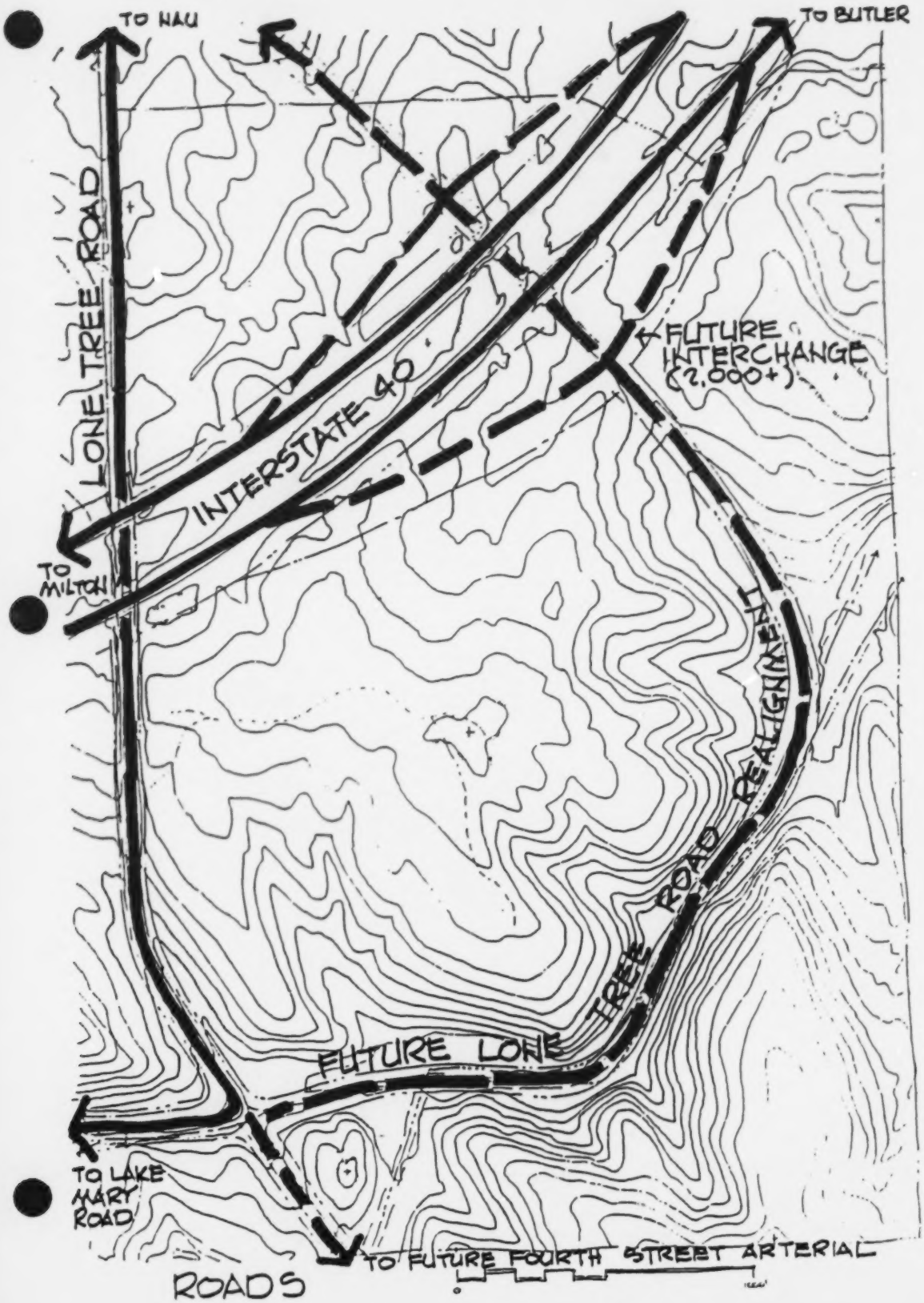
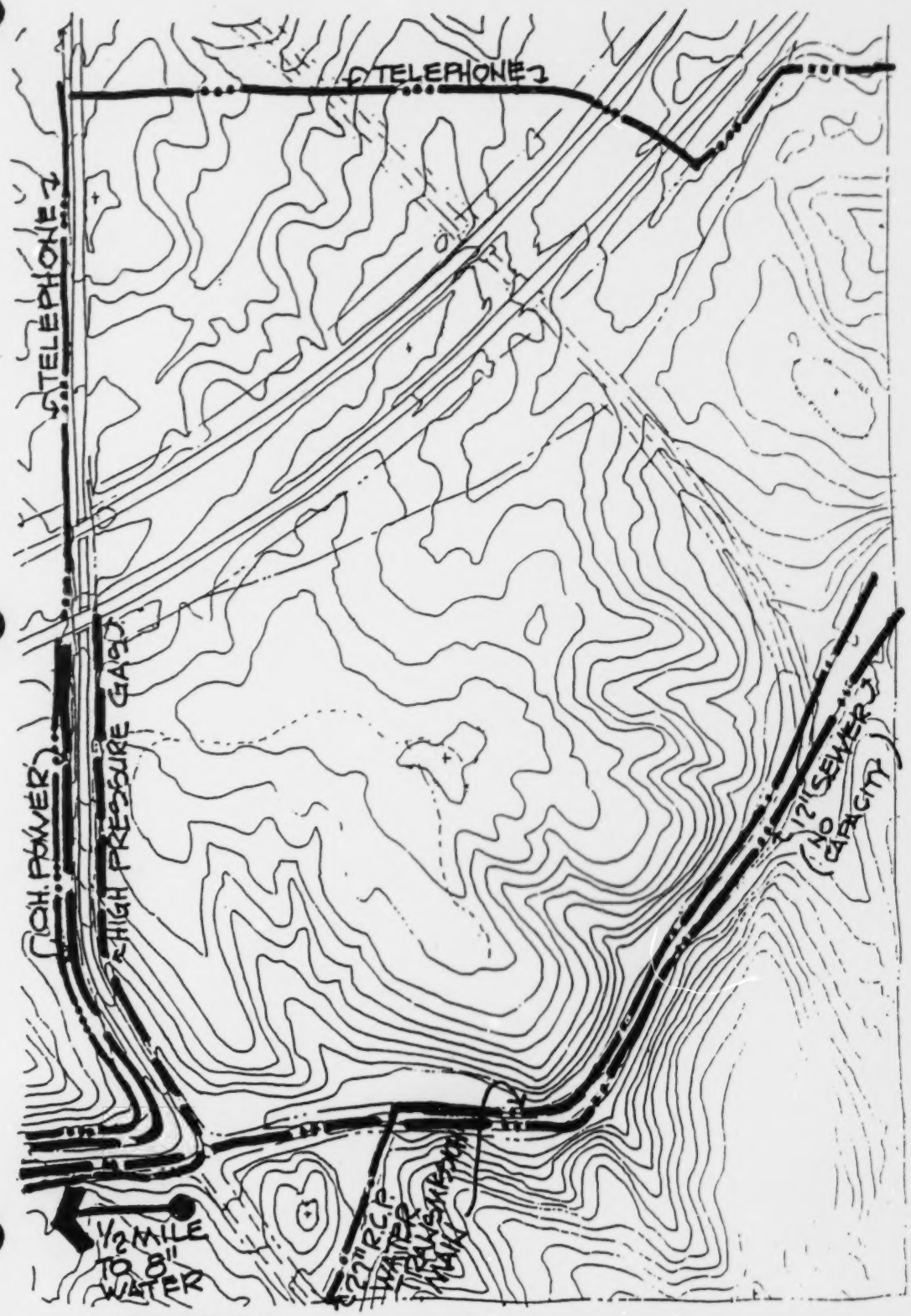


ROADS

COCONINO COUNTY COMMUNITY COLLEGE

SITE ANALYSIS
JANUARY 13, 1995

JOHNSON WALZER ASSOCIATES
FLAGSTAFF, ARIZONA



UTILITIES

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TERMS AND DEFINITIONS:

The following terms have been used throughout the text of this document; definitions for the terms used are listed below:

Standard executive office: Office space with permanent walls for executive staff (President, Vice Presidents). Executive office set-up includes an executive desk and chair, computer and printer work station, credenza, and bookshelves. Each office will include a conference table and visitor chairs to accommodate up to six visitors.

Standard style administrative office: Office space with permanent, floor-to-ceiling walls. Space accommodates one staff; general office set-up includes desk, office chair, computer station/desk, printer, bookcase, two file cabinets, small conference table, and four visitor's chairs (unless otherwise specified.)

Private area style office: Office space should ensure privacy and enhance confidentiality but is not intended to have permanent walls or require separate ventilation. (Possible glass or "modular" design; does not require floor to ceiling walls but includes lockable doors.) Space accommodates one staff; general office set-up includes desk, office chair, computer station (networked printer accessibility), bookcase, two file cabinets, and two visitor chairs (unless otherwise specified). Areas will require adequate electrical and phone outlets and wiring for network access.

Note: Selected "private area style offices" will require larger space due to access issues or type of work done; the offices affected are indicated in the text.

Work station: Counter area for two or more staff including computers.

Secured work area: Area accommodates two or more staff work stations but within a walled, lockable space.

Non-Secured work are: Area accommodates two or more staff work stations and does not require walls and/or lockable space.

PHYSICAL PLANT

Ingress/Egress:
Accessibility to the parking area should be located so traffic transition flow from the city roadway to the parking area does not create a traffic problem. The egress and ingress should be to the south off of Zuni not directly off of Lonetree Road. The architect should plan to accommodate the eventual construction of the I-40/Lonetree exchange.

Site Utilities:
Site utilities should be located underground and away from potential future additions. Utilities must be sized with future growth in mind.

Landscaping:
The goal of landscaping will be to design a low maintenance environment compatible with the natural setting. Use of the natural surroundings and topography is encouraged with some addition of native plants. Low impact maintenance is a must for the entire area with water and labor conservation a top priority. Provision for outside seating areas should be made around campus to accommodate outside gatherings. Security should be considered by using low profile plants and proper locations for good visibility. Appropriate flagpoles (US and AZ flags) and kiosks should also be incorporated.

Parking:
More than sufficient parking should be provided by taking into consideration the number of students, faculty, staff and visitors to the College, as well as to ensure safe and controlled speeds. Attention will be given to ADA requirements for parking and proximity to areas within the facility, particularly in considering access during inclement weather conditions and evening traffic. Separate parking for staff and students should be considered. Also, video surveillance of the parking lot(s) is desirable.

Bus Stop:
A location and sheltered stop should be dedicated for the use by both NAU and Pine County Transit systems. The area must be accessible for both pedestrians and vehicles, and meet ADA requirements. Adverse weather conditions must be considered.

Bicycle Lanes/Parking and Pedestrian Circulation:
Bicycle lanes with adequate bike racks should be included to encourage use of bicycles. Pedestrian walkways are to be located where they will facilitate easy access to parking areas and the building. Walkways and racks must be positioned to comply with ADA requirements.

HVAC:
It is essential for the HVAC system to be flexible, allowing timely and cost effective use. Careful consideration must be given to the future capacity of the HVAC systems. The HVAC system must be zoned for maximum temperature control during off periods of use.

The heating, air conditioning, and ventilation system should be designed to maximize energy efficiency using the most up-to-date technology in the industry. The HVAC system design should maximize conservation principles for energy and resource management. The design must take advantage of energy efficient chillers, cooling towers, flatplate heat exchangers and small boilers in parallel to minimize heating and cooling costs.

Electrical:
Cable tray system and conduits must be provided throughout the building to allow interconnection of telephone and data line systems for computer terminals, classrooms, and other areas. Dedicated ground circuits should be used.

Plumbing:
The plumbing system should utilize the most recent technology in water conservative piping and fixtures. Plumbing fixtures are to be high quality and low maintenance.

Building Maintenance:
High quality, durable materials that are easily cleaned and maintained should be considered. Limited custodial staff and the need to schedule maintenance routines around instructional program will be important considerations in the overall design and construction of the facility.

Rest Rooms:
Adequate restrooms must be included to meet all building codes and all ADA requirements. More than 60% of the college population is female. Therefore, special attention will be given to the women's restrooms to ensure sufficient number of appropriately sized stalls.

Safety and Security:
Safety and security is a critical necessity for a master plan. The campus will be used after normal business hours. Therefore, it is recommended that entry points of critical security areas be controlled by proximity cards or keys which can be potentially tied into a campus monitoring and control system. Personal security should be considered when creating walkways, bicycle lanes, and landscaping. Emergency/safety/security phones should be placed throughout the campus buildings and parking areas. The facility should be wired for alarms, cameras, fire and smoke detectors, motion detectors, and other equipment needed to provide adequate security and safety in and around the campus and parking area.

The architect is encouraged to review the federal requirements concerning campus security compliances in determining security features for the campus.

Lighting:
All lighting should be high efficiency lighting in compliance to ASHRAE 90.1-1989 and should meet APS's "Green Lights" program energy requirements. The architect should consider natural lighting such as skylights or clere stories. False skylights are also desirable.

Exterior Lighting: Sufficient exterior lighting must be provided within the parking area and walkways to provide ample visibility and security during periods of darkness. Additional security lighting should be provided around the building to discourage possible intruders.

Interior Lighting: Interior lighting needs to provide adequate lighting for projection and note-taking simultaneously. Lighting needs to be adequate for normal classroom and office conditions. Natural outside lighting should be used in all areas by the use of sky lights, glass blocks, windows and other technologies. Emergency lighting should be provided as required.

Signage:
Inside: It is essential to facilitate ease of access to both public and students. Therefore, graphics should be used to direct traffic to principal areas within the building. All doors are to be signed in a common design theme using College colors.

Outside: A large lighted sign visible from I-40 ("Coconino Community College") is specified. Entrance signage utilizing the College colors and logo will be incorporated into the entrance way. Signage will also facilitate parking, handicap access, security and direction for new students and visitors.

Technology and Building Design:

The planning direction for technology should include the integrated use of current and emerging technologies for instructional and support purposes. These technologies should serve as the vehicles through which information and knowledge is shared within the internal and external environments in which the College will function. Included within this integration should be technologies with a mix of voice, data, video, and interactive functions. What we know as computing, telecommunications, and library information should be included, as well as accommodation of future technologies.

Integration should be both in terms of the user and the physical environment. The integrated nature of these technologies should drive how information and knowledge is transmitted throughout the environment among the users. This should affect how faculty, students, staff, and persons in the external environment interact with the information arena. Instruction, access, communication, and structure would all be affected.

The physical environment should facilitate the integration of technology among users. The merger of heretofore separate units of information holders within the College will concentrate knowledge for access by the users. Moreover, access to this information will not be limited to the physical barriers of the facilities. Electronic access to the information will transform it well beyond the physical boundaries of the College and create tremendous opportunities for the College to interact with the external community.

Models for such a scenario can be found within the High Technology Center at Paradise Valley or Estrella Mountain Community Colleges, telecommunications efforts within Northern Arizona University, electronic information developments that are currently in use by the College which is similar to the University of Southern California, and throughout the corporate world of information technologies. The College's technology environment can be created through a full review of these developments, active participation of national and state innovators, and daring projections into the future.

CAMPUS ENTRANCE

		Capacity
1	Standard Style Administrative Office:	2
2	Work Stations:	
	- Evening College Coordinator	1
	- Information and Directory Desk	3

Includes:

Campus Entrance
Commons Area
Snack Bar and Lounge
Campus Security Office
Evening College Coordinator
Information and Directory Desk

Facility Entrance:
The entrance should include a covered area outside which extends over the sidewalk and drive-through area and should be simple and inviting. The entrance must lead to the commons and student-orientated administration areas.

Commons Area:
The College requires a large, multi-purpose area to facilitate student lounging, large meetings or banquets, events such as art fairs, job fairs, and concerts, and serve as an overflow area during peak registration periods.

It is envisioned that the commons area would serve as the "hub" of the facility, around which major functions of the College would emanate. The area should be located close to the front entrance and reception to the facility, and adjoin service functions such as admissions, registration, and financial aid. Executive offices and instructional areas would also connect from this juncture. It's further envisioned that the snack bar would be contiguous to part of the area. Design of the area should be open and attractive with consideration to use of external light (e.g., skylights).

The floor should be highly durable and facilitate easy janitorial upkeep. The commons area design, should address acoustics, a public address system, lighting, and a portable stage at one end of the area.

Snack Bar/Lounge:
The facility will be operated by a contract vendor and will need to be designed to provide space for a large walk-in freezer and cold storage. A food preparation area, commercial cooking area (e.g. grill, deep-fry) and buffet-style presentation of primarily fast and/or salad bar type foods is envisioned. Day and evening service is to be provided.

Campus Security Office:
A standard style administrative office, with a capacity for two employees, should be located near the main entrance of the facility, close to the Information and Directory Desk, for the campus security officer. Adequate storage for lost and found is necessary. This area should have a large room equipped with a sink and a bathroom to provide an area for simple first aid.

Evening College Coordinator:
A **work station** should be located contiguous to the receptionist/switchboard for the College Evening Coordinator.

Information and Directory Desk:
The College receptionist/switchboard area should be placed directly inside the main entrance, or off to the side if the main entrance is into a commons or lobby. Consideration should be given to student traffic and visitor flow. The area should provide at least one staff person with a work station that will accommodate up to two people for reception and clerical functions. Adequate counter space should be provided so that visitors will have sufficient area for obtaining forms and other relevant College information. A portion of the counter must be designed to accommodate students with mobility challenges and consideration given to height/weight factors. Adequate storage must be provided for equipment, brochures, and supplies.

ADMINISTRATION / ADMINISTRATIVE SUPPORT

		Capacity
3	Standard Executive Style Offices:	
	- President's Private Office	1
	- Vice President/Educational Services	1
	- Vice President/Administrative Support	1
7	Standard Style Administrative Offices:	
	- Director/Human Resources and Public Relations	1
	- Public Relations Specialist	1
	- Director/Accounting and Budgeting	1
	- Director/Information Technology	1
	- Director/Institutional Research	2
	- Purchasing Manager	1
	- Director/Facilities	1
9	Private Area Style Offices:	
	- Assistant/President's Office	1
	- Assistant/Vice President Educational Services	1
	- Assistant/Vice President Administrative Support	1
	- Human Resources Analyst	1
	- Student Employment Specialist	1
	- Accounting Technician	1
	- Grants Writer	1
	- Purchasing Assistant	1
	- Shipping/Receiving Assistant	1
2	Reception and Work Stations:	
	- Executive Reception Area	2/6
	- Human Relations/Public Information Reception	2/6
3	Secured Work Areas:	
	- Accounting and Budgeting	6
	- Cashiering	4
	- Information Technology	6
4	Non-secured Work Areas:	
	- Human Resources	3
	- Public Relations	2
	- Student Employment Services	2
	- Purchasing	1
4	Conference Rooms:	
	- Executive Conference Room	15
	- Board Room/Public Meeting Room	55
	- Human Resources Conference Room	15
	- Institutional Training Room	25
	- includes 10 computer work stations	
1	Employee Break Room:	10

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2 Work Rooms/Storage:

- Executive Work Room N/A
- Administrative Area Work Room N/A

5 Storage and Filing:

- Human Resources (filing) N/A
- Accounting and Budgeting (filing) N/A
- Institutional Research (filing) N/A
- Purchasing (filing and storage) N/A
- Administrative Services (storage) N/A

Other:

Graphic Design and Duplicating
Climate Controlled Computer Room
Climate Controlled Telecommunications Room
Mail Room
Shipping and Receiving
Custodial Closets
Maintenance Area

Includes:

Executive Offices
Human Relations, Public Information, and Student Employment
Graphic Design and Duplication
Administrative Services

EXECUTIVE OFFICES

Introduction:
It is important for the Executive Offices and Board Room to reflect a professional image for the College. This is where policy and procedures are established. It is desirable for offices and the Board Room be centrally located with easy access to community and College constituents. The offices should reflect a degree of formality, yet convey openness and appear inviting to students, staff, and the public. The architect is encouraged to keep in mind the necessity for shared space and staff within this functional area.

President's Office/Executive Conference Room:
The president's private (standard executive style) office should consist of a work area with computer set-up, as well as comfortable seating for up to six visitors. It is desirable for this room to have direct access to the Board Room. The president's office should be wired to permit downlink capability and network access.

Vice President for Educational Services/Vice President for Administrative Support:
Two private offices (standard executive style) for the Vice President for Educational Services and Vice President for Administrative Support are required. The offices should be large enough to include a large work area with computer set-up, as well as a conference table for up to six individuals. These offices must be wired to permit network access.

Executive Assistant Offices:
Three private area style offices for the three executive assistants should be located adjacent to the reception area and contiguous with the respective executive offices. These offices will need to accommodate extra space for current files.

Executive Reception Area:
The architect should design a secured work area for reception which will be shared by the executive staff. This area should be inviting, open, and professional-looking, not too lavish but modest and functional in quality.

The reception area should consist of a work station for one secretary with a comfortable waiting area to accommodate up to six visitors. This area should include space for a sofa, chair, small table, plants, pictures, etc.

Executive Conference Room:
Adjacent to the president's private office and contiguous to the two Vice President's private offices is the need for an executive conference room to seat fifteen people for combined use by the three executive staff. This executive conference room should include counter space along one wall with storage underneath, wall space for a writing board, and wired to accommodate computer and telephone lines.

Board Room/Public Meeting Room:
The Board Room/Public Meeting Room is envisioned as a large conference style room to accommodate up to **fifty-five** people. The room will be separated by a portable room divider to create two conference areas; the Board Room which will accommodate up to twenty people and an adjacent conference room to accommodate up to thirty-five people.

The section of the room that accommodates up to twenty people should be large, open, and easily re-arranged to accommodate other types of meetings (no permanent fixed seating). The room will require wall space for a writing board, wiring for sound and IITV, wiring for downlink capability, as well as wiring for ultra-sensitive microphones for group conference calling. It is important to bear in mind this room should be arranged so as to facilitate detailed multi-media

presentations to the District Governing Board. The room will require a section for the public media and be easily accessible for those with mobility challenges and/or requiring special accommodations.

The room should utilize an outside building wall (possibly glass) to allow for direct access to a covered outdoor patio. The architect is encouraged to utilize the local vistas to the maximum extent when considering the location of the Board Room.

The section of the room that accommodates up to thirty-five people is to be used as an alternate conference room or, when coupled with the Board Room, a room to accommodate large public meetings.

Public restrooms should be located in close proximity to this area. A closet where those attending Board meetings can hang winter coats, etc., should also be included in the design of the area. Adjacent to the Board Room is the need for a "hospitality" area to include counter space with cabinets, two electric burners, a sink with hot/cold water (instant hot service), and space for a small refrigerator. It should also have sufficient electrical outlets along the countertop area.

Executive Storage/Work Area:
A secured room to serve the combined needs of three executive offices and staff and large enough to accommodate a copy machine, FAX machine, and storage of files as well a supplies. This room would also require 12 ft. of counter space with fireproof/sealed cabinets and storage underneath. The room would be used for making copies and putting materials together (such as Board packets and other meeting materials).

HUMAN RESOURCES (HR), PUBLIC RELATIONS (PR) AND STUDENT EMPLOYMENT SERVICES (SES)

Introduction:
The three functions should be located near each other and near the entrance of the building to provide applicants, visitors, and students quick and easy access. This area should be equipped to ensure security of staff (e.g. buzzer system to notify security when assistance is necessary.) Proximity or access to payroll and accounting needs to be integrated into the design.

Human Resources:
The Director of Human Resources and Public Relations will require a standard style administrative office. One HR analyst will require a private area style office. A non-secured work area will house an additional HR analyst and two student or part-time employees.

Public Relations:
A standard style administrative office for the Public Information Specialist is required. A non-secured work area is also needed for two assistants large enough to accommodate one large work table. Flexibility in design of this area needs to be incorporated to allow for expansion of public information services and additional staff.

Student Employment Services:
A private area style office for the Student Employment Specialist. A non-secured work area for two assistants to accommodate two desks, three file cabinets, and a work table (electrical and network accessible). (Dependent on location, SES will need reception and space for student information, as well as space for students to complete informational paperwork.)

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The SES function should also be located in close proximity to the Financial Aid and the Community Service Program areas to enhance the "one-stop shopping" concept. The SES area should be adjacent to the computer work stations located in the HR/PR reception area so students will also have access for completion of applications and other necessary employment documents.

Reception for the SES function may be integrated into the contiguous area incorporating Financial Aid and the Community Service Program. Otherwise, the SES function would need to be recepted by the HR/PR reception area.

Reception Area/Computer Work Stations:
A non-secured work area should be centrally located to greet visitors for the Human Resources and Public Relations. A seating/waiting area is necessary as well as chairs and tables for applicants and students to complete paperwork. This area should be conducive to accommodating several computers in the event application network ability is employed. Wall and floor space is needed for bulletin boards and posting employment related and other information.

Conference Room:
A conference style room with a capacity for fifteen people to accommodate interviewing, presentations, and training and orientation sessions should be adjacent to the HR function and located in close proximity for shared purposes with other college departments (e.g., public relations). The room is to be high tech/audio-visual/multi-media ready and include a white board and phone links to accommodate group teleconferencing capabilities.

Storage:
Space and security is also required for approximately 20 ft. of filing cabinets; space efficiency measures should be considered in the design for filing needs as the HR area is "document intensive."

Graphic Design/Publication Room:
The graphic design/publication work space needs to be a secured work area to ensure the security of equipment used. Capacity should accommodate four people. Proximity to the Articulation/Curriculum Office, the Public Relations Office, and accessibility by other users (e.g. student interns, clerical support staff) should be considered. Attention should be given to proper ventilation and lighting for this area. Size should allow for work space around equipment (e.g., printers, computers, layout tables, scanner, graphics table) storage of materials, and workbenches.

Duplicating Area:
The duplicating area must accommodate equipment and storage of paper and materials needed for the duplicating services, in addition to staff. Access by the purchasing department staff and proximity to the graphic design/publication work area should be considered.

ADMINISTRATIVE SERVICES

Accounting & Budgeting:
It is essential for the entire Accounting & Budgeting area to be secure. The Director for Accounting & Budgeting will require a standard style administrative office. Additional space for a private area style office for one accounting technician and a secured work area for two accountants, two accounting technicians, and two student workers. It is preferred to have one

of the payroll and accounting technicians in close proximity with the human resource analyst for efficiency.

Accounting/Storage:
Secured space is required for approximately 20-25 ft. of filing. As the accountants assist and oversee cashiering, it would be desirable that they are in close proximity to the cashiers.

Cashiering:
A secured area with counter work stations to accommodate at least four computers. Security is an essential consideration. Approximately 8-10 ft. for files and a work space with consideration for a FAX machine, credit card machine, copier, receipt printers, and a printer. ADA requirements and consideration for students with disabilities and/or those needing other accommodations are especially important in designing this service area. A "one-stop shopping" concept for students making payments or picking up financial aid/scholarship checks is desired. This area should be adjacent or close proximity of financial aid and registration/admissions as well as accounting.

Information Technology:
The Director's office should be a standard style administrative office. A secured work area equivalent in size to six private area style offices and an area for computer maintenance/repair.

It is essential for the entire IT area to be located in a secured work area. A separate climate controlled computer room with a raised floor, adequate power and lighting and a climate controlled telecommunications room to accommodate digital communications lines and PBX phone systems are required. The telecommunications and computer rooms may be combined.

Institutional Research/Grants:
The Director for Institutional Research/Grants will require a large standard style administrative office that can house an additional student or part-time employee. A private area style office is needed to house a grants writer. Space is required for approximately 12-15 ft. of filing cabinets.

Purchasing:
In a secured work area, the Purchasing Manager will require a standard style administrative office. The purchasing assistant will require a private style office. Non-secured work area with a work station will house a student or part-time employee. Although 8 ft. for filing is needed, consideration should be given to the large number of catalogs that are housed to accommodate catalogs from vendors to allow easy access for the college community.

Facilities:
The Director for Facilities will require a standard size administrative office. The shipping/receiving assistant will require a private area style office with counter space for a work station. The shipping/receiving assistant should be located in close proximity to the shipping and receiving area in the building, if not in it.

Institutional Training Room:
The institutional training room will be equipped with ten computer work stations, one instructor work station lectern, one instructor table, and with capacity of twenty-five people. This area should be properly furnished and have independent lighting control.

Break Room:
One break room with a capacity to accommodate up to 10 people should also be located in the administrative office area for use by staff. The break room should include space for a sofa, sink, refrigerator, microwave, coffee pot, and food preparation.

General College Staff Work Room/Storage:
This area will need to be accessible to all staff, including Admissions and Records, Student Services, Financial Aid, Administrative Services, Human Resources, and Public Relations. Sufficient space is needed to include two large copy machines, a FAX machine, and other office equipment. Two large tables needed to provide work space for staff; the area should have adequate shelving and locking cabinets for supply storage. A small space is also needed to house general College forms.

Mail Room:
The mail room must be a secured work area with space for two staff to work with mail sorting and delivery, as well as postage equipment (meter, work table or counter, package preparation, etc.) Additionally, a location adjacent to the mail work room for a centralized mail delivery system (boxes) for all College employees and departments that has both internal and external access.

Shipping and Receiving:
Access to this area should be from an exterior part of the building, near or in conjunction with, the administrative area. The area should have the capability to receive large shipments through double doors or roll up type doors with a loading dock. A secure area, adequate in size to provide ample storage and shelving is required. Interior access from the purchasing department is needed.

Storage Area:
A general storage area should be provided for the storage of supplies and materials. A secure records storage and fire proof vault should be included in this area, and in close proximity to the cashier, and accounting. Financial records may not be stored with student academic or financial aid files.

Custodial Area:
Custodial closet space should be provided in several areas within the building. The rooms should include reasonable storage space for custodial supplies and a deep sink. Walls and floors must be durable.

Maintenance Area:
The maintenance area should be located on a outside wall with double doors or a large roll-type door. This area should have adequate electric power for surface work and be sound proof with adequate lighting, storage space and a deep sink.

INSTRUCTION

			Capacities
5	Standard Administrative Style Offices:		
	- Division Chair/Science, Math, et. al.		1
	- Division Chair/Liberal Arts		1
	- Division Chair/Technology		1
	- Division Chair (growth)		1
39	Private Area Style Offices:		
	- 30 Faculty Offices		1
	- 2 Associate Faculty Offices		5
	- 1 Curriculum/Articulation Program Coordinator		2 (large)
	- 3 Continuing Education/SBDC Counselors		1/4
	- 3 School-to-Work/Tech Prep		1/3
3	Secured Work Area:		
	- Instructional Program Coordinators	2/4	
	- Advisement Center		3/6
	- Curriculum/Articulation		N/A
3	Reception Area:		
	- Faculty Offices		5
	- Continuing Education/SBDC		1/6
	- School-to-Work/Tech Prep		2
3	Conference Rooms:		
	- 2 Faculty Conference Rooms		15
	- 1 SBDC Conference/Seminar Room		10
1	Break Room:		10
1	Faculty Work Room:		N/A
14	Traditional Classrooms:		
	- 6 classrooms		25
	- 6 classrooms		35
	- 1 classroom		50
	- 1 classroom		15
4	Multi-Media/IITV:		
	- 2 Multi-Media classrooms		25
	- 2 IITV classrooms		30
3	Control Rooms:		N/A
	- 1 Multi-Media control room		
	- 2 IITV control rooms		

15	Labs:	
	- 2 Art studios	20
	- Print-finishing studio	15
	- Darkroom	10
	- Multi-Purpose studio	50
	- Piano Lab	12 (large)
	- 3 Computer labs	24
	- Open Computer lab	80
	- Electronic lab	15
	- EMS classroom/skills lab	25 (large)
	- 3 Science labs	24 (large)
5	Storage Areas:	N/A
	- Art	
	- Darkroom	
	- Computer Lab	
	- Science	
	- 3 Instructional Hallway Storage Closets	

Includes:

Division Chairs and Full-time Faculty
Associate Faculty and Part-time Instructional Coordinators
Advisement
Curriculum and Articulation
Continuing Education and the Small Business Development Center
School-to-Work/Tech Prep Programs
Instructional Facilities (classrooms, labs, multi-media and IITV classrooms)
Instructional Storage
Outdoor Amphitheater

INSTRUCTIONAL OFFICES

Division Chair Offices:
Four standard style administrative offices are required for Division Chairs. The offices should be located in close proximity to the faculty reception area and integrated with the faculty/associate faculty office space.

Faculty Offices:
Thirty offices for full-time faculty are required. Design of full-time faculty offices will follow the definition of the private area style office space with locking doors, space to accommodate up to two visitors, and standard office furnishings. Space is needed to accommodate computers, books, tapes, instructional aids and other instructional supplies. All offices are to be wired for telephone and networked computer lines.

Faculty offices should be located in close proximity to each other and the faculty reception area, with appropriate access to classrooms and faculty-support areas. Additionally, faculty offices should be in close proximity to the Advising Center.

Associate Faculty Offices:
Two larger private area style offices for associate (part-time) faculty should also be provided. The two offices will be shared by staff from various disciplinary backgrounds and should be large enough for bookcases, file cabinets, desks, computers, a work area and the ability to accommodate up to five instructors at one time. The offices require adequate electrical outlets, phone, and must be network accessible.

Program Coordinator Office:
A secured work area to be equipped for and shared by two staff and two to four visitors (for program coordinators such as FSC/EMS, Art, etc.) The office should accommodate space for office equipment (desk, chairs, file cabinets) and have electrical and network access.

Faculty Reception Area:
A faculty/reception area should accommodate three secretaries, two student or part-time employees, and space designed for standard office equipment (adequate electrical outlets and network accessible). Counter space is desirable with lockable storage.

Faculty Conference Room:
Two faculty conference rooms should be available to accommodate fifteen people each. One will serve as a seminar room, and will include counter space, cabinets, and a sink. The second conference room will be used for seminar-style courses and should be high-tech/audio-visual/multi-media ready.

Break Room:
One break room (with a capacity to accommodate up to ten people) should be located in the classroom/instructional area for use by staff. The room should include space for a sink, refrigerator, microwave, coffee pot, food preparation and storage.

Faculty Workroom:

A workroom for use by associate and full-time faculty should be large enough to accommodate office equipment (copiers, transparency machines, etc.), materials storage, and a long counter work area.

Advisement Center:

The Advisement Center should be a secured work area large enough to house and secure confidential student records, include space for three to four advisement semi-private work stations including computer terminals, and be network accessible. Adequate shelving must also be provided; work related to advising is paper (multiple forms) and document intensive. Design of the Advisement Center should include a multi-use purpose to be used as an alternate conference room for faculty.

The Advisement Center is included in the "one-stop shopping" concept and should be located near both the faculty offices and student support services such as admissions, records and registration, financial aid, student employment, and student development functions. During times of heavy traffic flow due to registration periods, the advising function may be relocated to the Commons area.

CEG/Articulation Program Development Office:

The Program Coordinator for CEG/Articulation requires a large work space which may be designed as a private area style office. It should have space to accommodate standard office equipment for the Coordinator and a student worker, files storage (the curriculum function is paper intensive), be electrical and network accessible, and have large work surfaces for publication layouts. This area should also be easily accessible to faculty and College staff and in close proximity to the publication design work station.

The area should have built-in locking cabinets/storage, ample bookcases for often-used resources, and afford ready access to a copy machine.

Continuing Education / Small Business Development Center (SBDC):

Close proximity to occupational/vocational classrooms with easy access by the public is preferred.

The Dean for Continuing Education will require a standard style administrative office. Continuing Education/SBDC counselors should be located in three larger private area style offices to accommodate up to four visitors.

A reception area to accommodate a receptionist/secretary work station and waiting area for up to six individuals is requested.

One conference room with a capacity of ten will be shared by Continuing Education and SBDC. The conference room should contain a sink, cabinet, counter, etc., and be high tech/audio-visual/multi-media ready.

The Tech Prep/School-to-Work:

The area needs to accommodate three private area style offices and a visitor area to accommodate three people. One reception area with the capacity of two clerical support staff will service these offices. Counter space and adequate storage for supplies and materials is desirable. The space should be adequate for office equipment and a work area, as well as electrical and network accessible.

INSTRUCTIONAL FACILITIES

Introduction:

Instruction and academic support are the primary activities of the College; instructional space should be approximately 65% to 75% of the total ground plan.

Traditional Classrooms:

General classrooms will include small, medium, and large multi-disciplinary lecture/discussion rooms. All traditional classrooms should be high-tech / audio-visual / multi-media ready, and lighting should be soft and dimmable for media-use: Care should be taken to avoid sound attenuation to/from other classrooms.

- six small rooms with a capacity of 25 students,
- six medium rooms with a capacity of 35 students,
- one large room with a capacity of 50 students,
- one small seminar style room with a capacity of 15 students.

General classrooms will be furnished using tables and chairs (a more accommodating seat style than the standard student desk). Instruction many times relies on collaborative learning teams, small group discussion, and presentations. Faculty no longer depend entirely on a lecture style at a podium; many utilize tables (to spread out materials) and walk around the room rather than remaining stationary. When establishing room size based on the above student capacities, the architect must consider the above teaching/learning characteristics.

Art Studio Labs and Storage Room:

Two art studio labs will be required with a capacity of twenty students each. One room will be dedicated to "clean art" (e.g., drawing) and will be shared with vocational programs (e.g., drafting and blueprint reading; drafting tables will be required).

The second lab, also to accommodate twenty students, will be dedicated to "dirty art" (e.g., painting, sculpture, ceramics, jewelry, stained glass). This lab will accommodate six Randall Potters' Wheels, six electric wheels, one large gas or electric kiln, and one small gas or electric kiln.

Each studio should have a large sink with two or three basins, and adequate ventilation to exhaust potentially hazardous fumes. Both studio labs should have open storage for student work in progress, built in lockable cabinets for instructor tools and materials, student lockers, and at least one wall with 16 to 18 ft. of bulletin board for display of student work.

Lighting in art studios should provide for soft fluorescent, incandescent, as well as natural light options. Access to an outdoor work area or courtyard is highly desirable. This outdoor area should accommodate the future addition of an outdoor kiln.

The art storage room should be large enough to accommodate studio lights and props and include storage for hazardous materials. The room should be accessible from each of the studio labs.

Print Finishing Workroom and Adjacent Dark Room:

The workroom should serve the two studios and requires large counter areas with a capacity of fifteen students. A work-island in the center of the room is highly desirable. The workroom should provide excellent ventilation to expel noxious fumes from solvents and other chemicals used in print finishing. A closet for film and paper drying should be equipped with temperature controlled air. Lighting, as in the studios themselves, should provide for both natural and artificial options. Light should also be directional, switchable, and dimmable.

A darkroom with a capacity of ten student work stations should be located adjacent to the workroom. Each work station should be large enough for an enlarger as well as space for preparation of photographic paper. The darkroom should be amply equipped with electrical outlets and provide appropriate ventilation. Plumbing should be equipped with devices to recover heavy metals. Blind wall entry is the preferred type of entry into the darkroom.

A secure storage area is required for darkroom equipment and chemicals. An additional storage area is required for instructional materials and darkroom maintenance supplies.

Multi-Purpose Studio (Dance/Music):

One large studio lab with a capacity of fifty students is needed to accommodate music and dance instruction, as well as physical education and wellness programs. A sprung, wooden floor is needed for dance instruction. One wall should be equipped with mirrors and two walls should have ballet bars. A built-in audio system and television monitor are required. The potential to include exercise equipment in the future should be considered. Care must be taken to avoid sound attenuation to other classrooms (including the plenum).

Piano Lab:

A small room should be designed to accommodate twelve electric pianos, one grand piano and small storage area.

Computer (OIS / CIS / CAD) Lecture Labs and Open Lab:

Three computer labs supporting Office Information Systems (OIS), Computer Information Systems (CIS), and Computer Aided Drafting (CAD) are required. Each lab will be equipped with twenty-four computer work stations, one instructor work station/lectern, and one instructor table.

The Open Computer Lab will be equipped with eighty work stations and some open tables to accommodate six to eight students and transcription machines. An area overlooking the lab for a lab manager needs to be included in the design of the lab.

A storage closet for software, hardware, and miscellaneous items must be incorporated in the room design for the open lab.

All labs should be networked, Internet accessible, and in a central location with high visibility so students, faculty and staff can see into the lab. Exterior windows should be avoided. These labs should be separate from other classrooms but could be on the same thermostat. Consideration should be given for lightning protection, such as rods and surge suppressors.

Location of the labs in close proximity to the Information Technology Department/Administrative Support is be desirable.

Electronics Lab:

One lab/classroom with a capacity of fifteen students should be a dedicated electric/electronic maintenance lab space with room for properly installed work benches and test equipment.

Emergency Medical Services/Fire Science Lecture-Labs:

The EMS/Fire Science classroom and lab should be one large classroom, with a capacity of twenty-five students, to be separated by a partition into a lecture room and a skills lab. Lab should be large enough for two bed set-ups to teach EMS/Nursing techniques. A large equipment closet and a bank of lockable, large (4'w x 6'h) storage cabinets with movable shelving is required. A mid-size, stainless steel sink and counter (about 6 ft. long) are needed for washing equipment. Two exits are required.

Science Labs:

Three science lecture/lab classrooms will serve physics, geology, physical geography, biology, environmental science, chemistry, and microbiology at a capacity of twenty-four students per room. Labs incorporate a "counter-style" work space and the integration of computer work stations; these factors must be considered in design of the lab for a capacity of twenty-four students. NSTA indicates that maximum teaching and safety effectiveness occurs with a minimum of 5.5 sq. meters per student in lecture/lab situations. Labs must comply with OSHA codes for science labs.

- Each classroom/lab requires a minimum of two exits, with one outdoor exit per room.
- Outdoor labs will be utilized for physics experiments and on-going scientific studies of natural systems.
- Large windows with ventilation/adjustable features are needed in all three rooms.
- Each room requires preparation and storage areas. Each lab room should be equipped with locking storage and file cabinets, at least four six-foot white eraser-boards, and display cases. The physics/geology room should not have glass-front storage cabinets.
- Each lab should have the capacity for eight computer terminals.
- All labs should be hi-tech/audio-visual/multi-media ready.
- Each room should have emergency cut-off switches for gas and electricity.
- All rooms should be equipped with an instructor demonstration table/lectern; a natural gas jet; a small, deep sink; dblgang three prong, ceiling drop three phase electrical supply.
- Classrooms/labs should be plumbed for compressed air/vacuum line. (Compressed air must have filtration, and vacuum needs mechanical barrier trap/cold finger drip-leg.)
- Labs will be equipped with chair-height lab tables with Bakelite surface (not Formica).

Biology/Environmental Science/Multi-Purpose Lab:

This facility should have space for a computer bank along one wall, sinks and student wash station along a second wall, open windows to (south) exterior (to be used for greenhouse area), and white boards and display cases along another wall.

Physics/Geology/Physical Geography Lab:

The lab will house lab stations with the capacity for three students each, lab equipment, and a computer terminal. All lab tables should have GFI electric, three prong, three phase power.

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Micro-Biology/Chemistry Lab:

This room requires a three-way fume hood in a corner, with a full body shower and eye wash station, as well as a ventilation purge fan which removes at least 3,200 cubic feet of air per minute, vented directly out-of-doors.

Preparation/Storage Room:

A preparation/storage room should accommodate the three science labs. The room should be explosion proof, properly ventilated, and contain a chemical storage and hazardous waste area, with a three-way accessible fume hood. The hood area should be accessible to the shower and eye wash station. The hood may share a common wall with the chemistry lab.

Shelving for chemical storage should be fixed and have a lip on the front edge. Space should be provided for separate, flammable, and corrosive material storage. It is desirable to have several small, separate, lockable storage cabinets for poisons and specialty chemicals. The room should adequately store lab carts.

A deep janitorial sink is also required as well as a student cleaning table. All utilities must extend into the preparation/storage area, including telephone service.

The chemical storage door should be a solid-core, fire-rated door, preferably hinged outward. The room should be fire-rated, with double-drywall interior walls and ceiling.

Instructional Storage:

Storage for supplies and materials supporting all instructional divisions must be incorporated into the overall design of classrooms and facilities. At least three walk-in, hallway storage closets are required to house instructional materials, located in proximity to a specific instructional area (e.g., one for vocational programs, one for foreign language, one for liberal arts programs, etc.). Specifications for storage in type-specific instructional programs are delineated by area.

Multi-Media Control Room:

In order to support high-tech/audio-visual/multi-media instruction within traditional classrooms, a large master cable control room will be needed.

Multi-media Classrooms:

Two general instruction classrooms, with a capacity of twenty-five students each, to be equipped for individual student computer work stations, will be required. These rooms will be used to accommodate multi-disciplinary presentation/demonstration/hands-on courses and to supplement traditional classrooms when the need for multi-media instruction arises.

Interactive Instructional Television (IITV) Classrooms and Control Rooms:

Two additional classrooms with a seating capacity of thirty students should be designed to meet IITV needs. These classrooms should be constructed back to back and separated by two control rooms (one for each classroom), each approximately 15 ft.x 15 ft. Care should be taken to avoid sound attenuation to/from other classrooms.

Each control room should have access to the classroom it serves and an additional direct entry (not through the classroom). Control rooms should be AC rated for 3000 watts and powered

with four 30 amp circuits. A drop ceiling with plenum cable tray is needed between classrooms and control rooms. Conduit from control room to the demarc location is needed for voice/data/Internet communications.

Classroom soft fluorescent lighting of 100 foot-candles should be evenly distributed and diffused at the ceiling. Wiring should be in floor pockets or under raised computer floor.

HVAC for these rooms should be located remotely and designed to generate minimal noise interference with the numerous microphones necessary for IITV instruction.

Outdoor Amphitheater:

The amphitheater should be designed to accommodate ample seating for 200 people. The seating should be terraced downward to allow clear visibility to the stage from all areas. A minimum of the first three upper rows of seating should be covered with an awning for protection from the elements. The amphitheater will be designed to meet all ADA requirements. Seating must be bench-style, low maintenance and be capable of withstanding the four seasons.

LEARNING ENHANCEMENT/DISABILITY RESOURCE SERVICES

		Capacity
1	Standard Administrative Style Office	
	- Director of Learning Assistance and Foundation Studies	1
4	Private Area Style Offices	
	- LEC Program Coordinator	1
	- Library Program Coordinator	1
	- Plato Services	2
	- Disability Resources Coordinator	1 (large)
1	Secured Work Area	
	- LEC Instructional Specialists	2
	- LEC	100
	- Library/Media Services	see sq. footage
	- Career Center	see sq. footage
5	Conference Rooms	
	- 1 LEC Conference Room	15
	- 1 LEC Conference Room	6
	- 1 LEC Testing Room	16
	- 1 DRS Testing Room (wheelchair accessible)	6 (large)
	- 1 DRS Seminar Room	4
2	Computer Labs	
	- LEC Computer Lab	18
	- Plato Computer Lab	40
1	LEC et al. Work Room	N/A
1	LEC Storage Room	N/A

LEARNING ENHANCEMENT CENTER/DISABILITY RESOURCES/TESTING CENTER

Introduction:

All learning assistance areas should be carpeted, meet ADA standards, have visual access from the outside, natural lighting such as skylights and south-facing windows conducive to plant growth. Windows and skylights should have UV filters. Areas should be well-ventilated and temperature controls should be lock-protected but adjustable. Artificial lighting should be conducive to computer work, book work, and use of brilliant white paper. All furnishings should be movable, and the area should be insulated against outside noises. Ceilings, walls, and floors should have sound absorption surfaces. Restrooms and water fountains should be nearby.

LEC Offices:

The LEC should have the following offices: Director of Learning Assistance, standard style administrative office; LEC Program Coordinator and Coordinator Library/Media Services, private area style offices; Administrative Specialist and Instructional Specialist, a secured work area with a capacity for two staff and computer equipment.

Learning Enhancement Center:

The Learning Enhancement Center general assistance area should accommodate approximately 100 people in the following configurations: twenty two tables which seat four each; ten carrels; a leisure reading area with four sofas, four chairs, four end/coffee tables, newspaper stand, magazine stand, wire book rack, and six bulletin boards. The LEC entry should accommodate an L-shaped desk, wall unit, two storage cabinets, a file cabinet, and a coat rack.

Library/Media Services:

The Library/Media Services and Reserve Book area should be able to accommodate 2,500 print sources, map/globe area, an open standard office, and two storage cabinets. The floor area should hold 12 ft. of shelving and wall space for 25 ft. of wall shelving. One 12 ft. X 12 ft. locking storage room with shelves along the walls should be adjacent. There should also be a library archives area with contains two horizontal filing cabinets, one long work table, one chair, and one storage cabinet. Close by should be a secured work area to assemble A/V equipment.

Vocational/Career Services:

The Vocational/Career section should have shelves for 300 print resources and two tables with four chairs each.

LEC Computer Lab:

An island for eighteen computers, or if the LEC and the computer labs could be combined in a large, secure area, the computer areas could be contiguous.The Learning Enhancement Center and the LEC Computer workstations may be combined in a secure area.

Seminar Rooms:

Two seminar-style rooms: one with a capacity of fifteen; one with capacity of six.

LEC Testing:

A secure testing area close to but outside the LEC should accommodate sixteen people, two file cabinets, a standard office space, visual access to adjacent rooms, and a storage cabinet.

LEC Workroom:

A staff work room to accommodate a table, six chairs, a computer, assorted office equipment, a book case, and locking storage for equipment.

Storage:

Adjacent to the LEC should be a locking storage area with 30 ft. of 12 in. deep shelves, floor to ceiling.

Plato Lab and Offices:

A private area style office for the PLATO services and dedicated PLATO lab to accommodate forty computers.

Disability Resources Office:

Introduction:

Design of this area should take into consideration the need to accommodate wheel chair access. All work spaces should be larger than standard space to ensure mobility within the area.

DRS Offices:

The Disability Resources Coordinator should have a private area style office adjacent to the Counseling area and close to the LEC. The space should be large enough to accommodate a wheel chair and two visitors with ample room for the wheel chair to turn around.

DRS Testing:

A secure, testing area should be near the Disability Resources Coordinator's office, large enough to accommodate a wheel chair and five other people with a window providing visual access from the Coordinator's office.

DRS Seminar Room:

The Disability Resources area should also have a seminar-style room near the Coordinator's office which contains a computer and will accommodate 4 people.

STUDENT SERVICES

			Capacity
3	Standard Administrative Style Offices		
	- Dean for Student Services		1
	- Registrar/Director of Admissions		1
	- Director of Student Development and Financial Aid		1
11	Private Area Style Office		
	- Assistant Registrar		1
	- Records Credential Evaluator		1
	- Financial Aid Program Coordinator		1
	- Financial Aid/Student Information Office Specialist	1	
	- Financial Aid Administrative Specialist		1
	- Community Service Program		2
	- 4 Counseling Offices		1
	- Student Activities Office		2
2	Reception Areas		
	- Dean for Student Services		2/8
	- Counseling		1/6
7	Secured Work Areas		
	- Records and Admissions		6
	- Financial Aid		4
	- Counseling Interns		3
	- 1 Student Lounge		20
	- 1 Bookstore		see sq. footage
	- Childcare Center		see sq. footage

Includes:

Dean for Student Services
Records and Admission
Financial Aid
Student Development and Counseling
Student Activities and Lounge
Bookstore
Childcare Center

STUDENT SERVICES

Introduction:

The Student Services department includes several functional areas supporting direct service to students and instructional programs. Areas in this department include admissions, records and registration, financial aid programs, student development and student activities, learning assistance programs, academic advising, and articulation/curriculum development.

The facility design should enhance the "one-stop shopping" concept for students accessing services. Student transactions in admissions, placement assessment, advising, registration, financial aid (including student employment), and cashiering should be completed in a contiguous area (rather than sending students to various parts of the building to access services). Student traffic intensifies during periods of scheduled registration and, at peak times, may cause lines to form. Traffic flow and space to accommodate lines at each service area require attention in design of the facility.

ADA requirements and consideration for students with disabilities and/or those needing other accommodations (e.g., height, weight considerations) are especially important in designing service areas.

All areas should be student friendly, open, professional, practical, and allow adequate space for students to complete required forms and paperwork. Space is to be sufficient to accommodate extensive student information on walls and bulletin boards for all programs, and kiosk type terminals accessible to students. Additionally, this is an area which will continue to expand its technological dependence including access to academic information through electronic media by students.

Dean for Student Services Office, Reception Area, and Waiting Area:

The Dean's work space will be a standard style administrative office and be adjacent to a reception, a non-secured work area for a receptionist/secretary, a student or part-time employee, and seating for up to eight people.

Registration and Admissions:

Introduction:

Student records and information handled in this area are considered confidential. Measures should be incorporated into the overall design of the area to insulate and muffle sound, safeguard privacy, and protect both physical and visual access to the area.

Registrar/Assistant Registrar:

The Registrar/Director of Admissions should have a standard style administrative office, and the Assistant Registrar should have a private area style office, both in the same general area of the Admissions and Records counter.

Records Personnel:

A private area style office contiguous to the work/preparation area for the Records Credentials Evaluator; the work/preparation area should accommodate space for the Records Technician and a student work area with a capacity to accommodate up to six student employees.

Admissions and Records:

A secured area to accommodate counter work space for at least six computer terminals and an additional dedicated work station. Secure fireproof file records storage area with work space and preparation area separate from student financial aid files storage. Consideration should be given to include space for office equipment such as an office copier, FAX machine, printer, and the flexibility for expansion due to growth.

Financial Aid, Student Employment Services, and Community Service Program:

Introduction:

The transactions and conversations occurring in the Financial Aid area are highly confidential in nature. Care must be taken for access (physical and visual) of records as well as privacy considerations. Insulation and/or other measures which serve to muffle sound should be taken.

Director's Office:

The Director's work space should be a standard style administrative office and located near other Financial Aid and Student Employment functions.

Financial Aid Personnel:

The following offices should be adjacent: FA Program Coordinator, a private area style office; a private area style office for the Office Specialist (for Student Information Systems and Financial Aid); Financial Aid personnel in a secured work area which accommodates a private area style office for the Administrative Assistant.

Community Service Program:

A Community Service Program private area style office with a capacity for four visitors/applicants and a table. The financial aid function and Student Employment Services (SES) work together on completing applicant transactions for student employment and should be in close proximity to each other. Additionally, the Community Service program is similar in nature to the types of service provided through SES and should be in close proximity to the SES office area. The architect will need to incorporate federal restrictions concerning the separation of the Community Service program from other financial aid areas (to ensure dedicated staff time to program requirements). The office space for the Community Service Program should therefore be adjacent to the financial aid office area and SES, but may not be contiguous to the office areas.

Financial Aid:

A secured area able to accommodate counter work space for at least two dedicated work stations (flexibility to expand due to growth) to include one terminal at each work station and one additional terminal in a common area between work stations. Secure, fireproof file records storage area with terminal accessibility, a work space, and preparation area (specific to file work). The architect should note that student financial aid and student academic files may not be stored in the same records storage area. Adequate space to include office style copier, printer, fax machine, two large work tables to accommodate four people, and flexibility to expand due to growth need to be considered in overall design.

Counseling/Student Development:

The architect should consider the confidential and sensitive nature of discussion and interaction between students and counseling staff. While private area offices are recommended for this

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area, appropriate insulation and/or other measures to muffle sound alterations should be taken. Additionally, student records are stored in office areas requiring doors with locks to secure the area.

Offices:

Four private area style offices within a secured area are required for the following: two counselors, the Self-Pride Program Coordinator, and the EOC Counselor; a Counseling Intern secured work area with a capacity for three interns/staff.

Reception:

A Counseling waiting/reception area large enough to accommodate a desk table set-up for reception and seating for up to six visitors. In considering the floor plan for this area, the architect should also keep in mind that the College's enrollment is comprised of approximately 60% female students, many returning adults with children. The Self-PRIDE Program provides support to a student population comprised primarily of single parents/displaced homemakers. The area should be designed to provide space which will accommodate small children and, occasionally, larger groups comprised of family members. Additionally, students with disabilities access services provided by this department. Care should be taken to accommodate a range of disabilities including mobility, visual, and hearing impairments, as well as height and weight considerations.

Student Activities/Student Lounge:

A secured area for the Student Activities Office and student clubs and organization work space should include a larger private area style office to accommodate four people. The Student Activities Office should be adjacent to the Student Lounge area which should accommodate six round tables with four chairs each, a student accessible copier, five vending machines, two six-foot sofas, and a wall mounted tv/vcr. The area should be highly visible, in close proximity to the bookstore and have access to an outside patio. The Lounge should be open and inviting to students, with adequate space for several students at a time. This area could be adjacent to, or part of, the Commons area.

Student Lockers:

Since our student population commutes to the campus and are adult students, the architect is requested to provide advise regarding possible coin-operated lockers for student use. Accessibility and location of lockers should be discussed.

Bookstore:

The bookstore will be operated by a concessionaire and should be approximately 3,000 sq. ft. The area should provide for one private area style office, sales floor and stockroom space. Double doors should be installed in the stockroom and sales floor areas.

Day Care Facility:

Integrated into the facility, it is expected that an outside contractor will be licensed, and the center should be sized to accommodate approximately 120 children. The facility will be utilized by the children of staff, students, and faculty and the recommended size should be between 5,000 and 7,500 sq. ft. The facility will have both inside and outside play areas with a minimum of 75 sq. ft. of outside play area per child for at least 50% of the center's licensed capacity. The outside area shall be contiguous with the center providing easy accessibility without the need to cross streets or highways. The play area will have shaded areas to accommodate the children. The play area will be fenced, minimum of six feet high. Playground equipment and ground surfaces will meet all state requirements.

Inside activity areas will be a minimum of 25 sq. ft. per child of licensed capacity, and 35 sq. ft. for infants and one year old children. Inside activity areas will be partitioned off so older children and infants have separation in play areas. Infant areas will not be used as passageways for other children in the center.

Sleeping areas will have a minimum of 24 in. between each cot or bed and have adequate lighting to observe each child. The sleeping area will be on the first floor only and not in lofts, attics, or similar places.

Food preparation areas and storage areas will be separated from rooms used by children. All food preparation areas and food storage areas will meet or exceed AAC R9-8-112 through R9-8-113 state requirements.

The facility shall be adequate in size to accommodate two private area style offices, children rooms, storage space, kitchen facilities, and waiting area for parents. Temperature controls must be capable of maintaining a temperature between 68 to 78 degrees fahrenheit. Rooms that exceed 1,000 square feet will require at least two exits and rooms with five or more infants will have two exits. Toilets and hand wash stations will meet Department of Health services code R9-5-614 part H plumbing requirements. The center will also be required to meet all requirements of the ADA and the Arizona Department of Health Services Office Of Child Day Care Licensure, Chapter 5.